

The Relationship Between Knowledge and Bullying Behavior in Adolescents in Bhumi Jati Gresik

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Abstract

Bullying behavior is aggressive behavior aimed at hurting others. The types of bullying behavior that occur are sexual violence, physical altercations and bullying. Factors that influence bullying behavior include personality factors, family, childhood experiences and environmental factors in uncomfortable schools. Bullying behavior that occurs in Bhumi Jati Gresik is that teenagers often mock their friends, call their friends with nicknames such as fat, short. The occurrence of bullying greatly affects the psychological condition of the victim, such as depression, anger at oneself, decreased school performance and alienating behavior. The purpose of the study was to determine the relationship between knowledge and bullying behavior in adolescents at Bhumi Jati Gresik. The type of research used is a correlational study. The population in this study were 32 respondents with a total sampling sample. Spearman rank test results $p = 0.00 < \alpha = 0.05$, the conclusion is that there is a relationship between adolescent knowledge about bullying and bullying behavior at Bhumi Jati Gresik. The correlation value is 0.803, there is a very strong relationship between the level of knowledge of bullying and bullying behavior. Identifying knowledge and bullying behavior in adolescents at Bhumi Jati Permai Gresik for parents to continue to increase supervision and monitoring of changes in children's attitudes and behavior and facilitate teenagers with positive activities and invite teenagers to care for each other and help if one of their friends is experiencing bullying.

Keywords: Behavior; Bullying; Teenagers

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1. Introduction

Bullying is something that happens when someone feels oppressed by the behavior of others and fears that bad behavior will happen again (Aminudin, 2019). Bullying behavior is aggressive behavior, consisting of two, namely instrumental aggression, a tool used to achieve aggressive behavior. And hostile aggression is aggressive behavior shown to harm others (Hastuti, Soetikno, & Heng, 2021). Some types of bullying behavior include verbal bullying (mocking, giving bad nicknames to friends). Physical bullying (kicking, hitting, pinching), relational bullying (ostracizing and intimidating) and cyberbullying, including making rude comments on social media (Waliyanti, E., Kamilah, F., & Fitriansyah, 2018). Factors that cause victims to be bullied are the victim's weakness, physical appearance that is different from others, not easy to get along with, so the victim is alone (Choirunnisa & Kudus Wahid, 2022). The use of violence and excessive measures to discipline children by parents, caregivers, and teachers

indirectly encourages bullying behavior (A. Rizka, Lakmono, & Syamsulhuda, 2016). A widespread case in schools is verbal bullying, most students bully for their own amusement (Hamzah, Henny, & Agapitus, 2023).

The phenomenon of bullying behavior that occurs in Bhumi Jati Gresik is that teenagers often mock other friends, call their friends with nicknames such as fat, short and also push their friends on purpose.

According to the World Health Organization (2020) that on average 37% of girls and 42% of boys are victims of bullying. The types of bullying behavior that occur are sexual violence, physical fighting and bullying. Based on data from the Child Protection Commission in Indonesia, the prevalence of bullying in the education sector is 1567 cases. There are 76 cases of bullying victims in children and 12 cases of children bullying perpetrators in schools (KPAI, 2020). Based on the results of a survey with interviews with 5 teenagers in Gresik, they revealed that they had pushed their other friends on purpose,

said harsh words to each other, they called their friends by nicknames.

Factors that influence bullying behavior include personality factors (such as character, calluses, uncaring and unemotional), factors from families where families have authoritarian parenting and low attachment, factors of unpleasant childhood experiences in children, environmental factors in uncomfortable schools (Muhopilah & Tentama, 2019).

The impact of bullying also involves physical and social aspects. Physical aspects include headaches, indigestion, sleep disturbances and other physical problems, Social aspects include decreased school spirit, self-isolation and motivation (F. Rizka, Yogi, & Tri, 2024). The psychological impact of bullying victims at Muhammadiyah 07 Integrated Elementary School is that students lack self-confidence, are afraid of the surrounding environment if there is no teacher, do not want to be friends with the bully, are embarrassed, and anger is not controlled (Desri & Zaka, 2023).

It is important to have information and policies from schools involving teachers, students, principals and parents that aim to identify victims of bullying and stop bullying behavior. The use of an effective module in increasing the resilience of students who are victims of bullying is characterized by a commitment that they will not be affected by threats, taunts received, and will refuse or say no to the wishes of bullies who threaten them (Herio, Linda, & Indra, 2024).

Prevention of bullying behavior in schools is one of them by making a rule that uses a standard legal approach whose implementation is in accordance with the child protection law and Permendikbud 82 of 2015 concerning the prevention and response to acts of violence in educational units (Rika & Hadiyono Venatius, 2020).

2. Method

Data analysis method inductive model with correlational study to identify knowledge and bullying behavior. The instrument used is a questionnaire. The population was 32 people, and the sampling technique used was total sampling according to the inclusion criteria. Respondents before being given a questionnaire go through several stages in accordance with research ethics, including being given an explanation, informed consent, anonymity and confidentiality.

3. Results and Discussion

The following presents the characteristics of the respondents.

Table 1. Demographic data characteristics of respondents at Bhumi Jati Gresik.

No	Respondent Characteristics	Frequency (n)	Percentages (%)
1.	Gender		
	Male	10	31.2
	Female	22	68.8
2.	Age		
	11 years	17	19.5
	12 years	7	65.9
	13 years	8	14.6
3.	Elementary class		
	5	10	31.2
	6	12	37.6
	7	10	31.2
4.	Having a group or groups of friends		
	Yes	20	62.5
	No	12	37.5
5.	The school environment provides a sense of comfort, pleasure and appreciation.		
	Yes	32	100
	No	0	0
6.	You live with		
	Parents	32	100
	Grandmother/ grandfather	0	0
	Brother/sister	0	0
7.	The school has provided socialization on bullying		
	Yes	27	84.4
	No	5	15.6
8.	You have experienced bullying behavior		
	Yes	7	21.9
	No	25	78.1

Based on table 1, out of 32 respondents, 22 (68.8%) were female, 17 (19.5%) were 11 years old, 12 (37.6%) respondents were grade 6 students, 20 (62.5%) respondents were members of gangs or groups, 32 (100%) respondents felt comfortable in the school environment. Respondents lived with parents (father and mother) as many as 32 (100%), 27 (84.4%) respondents had received information about bullying at school and 25 (78.1%) respondents had never experienced bullying behavior.

One of the predisposing factors that influence behavior is knowledge. The knowledge possessed by adolescents comes from information that has been obtained. The following presents specific data on adolescents' knowledge of bullying.

Table 2. Knowledge of Bullying in Adolescents at Bhumi Jati Gresik

Knowledge	Frequency	Percentage (%)
Good	29	91
Enough	3	9
Total	32	100

Based on table 2, it can be seen that 29 (91%) adolescents in Bhumi Jati Gresik have good knowledge. The following presents data on bullying behavior in adolescents.

Table 3. Bullying Behavior in Teenagers at Bhumi Jati Gresik

Behavior	Frequency	Percentage (%)
Low	30	94
Medium	2	6
Total	32	100

Based on table 3 adolescents in Bhumi Jati Gresik who have low behavior 30 (94%) and moderate behavior 2 (6%).

The relationship between knowledge and bullying behavior in adolescents at Bhumi Jati Gresik from 32 respondents, there were 29 respondents (90.6%) had good knowledge with low bullying behavior, there were 3 respondents (6.3%) had good knowledge and moderate bullying behavior.

Knowledge level

Based on the results of the study in terms of the level of knowledge of respondents, the following results were obtained for good knowledge there were 29 respondents (91%) where of the 29 respondents there were 27 respondents (84.4%) who had received information about bullying. According to Lawrence Green Theory (1980) in (Notoatmodjo, 2014) says that one of the predisposing factors that influence a person's behavior is knowledge. The knowledge possessed by adolescents comes from information that has been obtained.

Based on the data above, adolescents in Bhumi Jati Gresik have received information from the school and the information obtained adds to a person's understanding and knowledge about bullying behavior and from information also increases a person's knowledge which can later lead to their own awareness to change behavior towards a better direction without coercion.

Bullying Behavior

The results of the study of 32 respondents had low bullying behavior as many as 30 (94%). There are 32 (100%) respondents, seen from the school environment factor, respondents said that the school environment provides a feeling of pleasure, comfort, feeling valued, being cared for by friends or teachers at school. One of the factors that influence bullying is the school environment. The school environment is a unity of space in a formal educational institution in

which teaching and learning activities and communication between school residents take place in order to shape attitudes and develop student potential (Dewi, 2020). The results of research by Rezapour, Khanjani and Mirzai (2019) state that a comfortable school environment is related to verbal bullying, relational bullying and lower cyber bullying, in an uncomfortable school environment and many disturbances are related to verbal bullying and higher relational bullying (Maysam Rezapour, Narges Khanjani, 2019).

From the data above, the school environment has a very important role in student comfort. The school is a place to foster good morals and character. Schools strive to overcome or stop the perpetrators and acts of bullying between students, providing comfort with education related to understanding bullying behavior. Schools are a place for the relationship of students who have various characters, family backgrounds and different cultures. It is important for schools to pay attention to the impact of bullying which is very detrimental to the learning process, psychological development and social relationships in students. Implementation of religious education, cooperation between the school and parents, and bringing to a psychologist to reduce negative behavior by students (Itsna, Cicih, & Dhi, 2019). Guidance and Counseling teachers play a role because they are not only responsible for providing academic guidance, but are also active in preventing and handling bullying problems (Alya & Ali, 2024).

Relationship between knowledge level and bullying behavior.

Based on the results of the study in terms of the relationship between the level of knowledge and bullying behavior using the Rank Spearman statistical test, the results of $p > \alpha$ where $p = 0.803$ ($\alpha = 0.05$), indicating that there is no relationship between adolescent knowledge about bullying and bullying behavior. The Correlations Coefficient value is 0.803, which means that the two variables have a very strong relationship and have a positive relationship. A positive relationship means that the higher the level of knowledge of adolescents about bullying, followed by low bullying behavior in adolescents. Teenagers in Bhumi Jati Gresik have received information and socialization about bullying at school. The results of the study are in line with research (Damayanti, 2023) that there is no significant relationship between the level of knowledge and bullying behavior in adolescents. Information can increase understanding and knowledge about bullying behavior in adolescents. Respondents totaling 32 live with their families where the family is a place for children to learn to behave and foster interpersonal relationships as well as educate children with religious lessons and moral values.

Openness and comfort in all family members can help families to predict bullying behavior in one of the family members. The importance of parenting

and the quality of education in child development makes cooperation between families and schools important (Aini Siti Noor, Nuraini Febritesna, Saripuddin, 2023).

Parents need to understand their children's social and personality development. To prevent bullying at school, parents should actively communicate with teachers about their children's development (Naili, Tri, & Holy, 2022). The family environment has an important role because families that tend to lack effective communication between parents and children increase the risk of bullying behavior (Daffa & Yuyun, 2024). Where parents live only slightly affects children's self-confidence, parenting is the main cause of verbal bullying and children's self-confidence (Agus, Nur, Alfandi, & Puput, 2024).

Some things parents can do to prevent children from bullying include building a good self-concept, supporting interests and talents, teaching the importance of saying no to things that are not liked, providing support, preventing children from becoming bullies, and building empathy (Gamar & Ilham Asni, 2023).

4. Conclusions and Suggestions

There is no relationship between the level of knowledge of adolescents about bullying and bullying behavior in line with the results of research (Damayanti, 2023) there is no significant relationship between the level of knowledge and bullying behavior in adolescents. Respondents who live with their families will have the opportunity to learn to behave and foster good interpersonal relationships. The family environment also educates children with religious lessons and moral values.

Openness and comfort in all family members can help families to predict bullying behavior in one of the family members. For parents in Bhumi Jati Gresik, continue to increase supervision by monitoring changes in the attitudes and behavior of adolescents and providing understanding (education) about the impact of adolescent bullying behavior that disrupts learning achievement and socialization relationships among adolescents. Increase activities and facilitate teenagers in youth organizations with positive activities and invite teenagers to care for each other and help if one of their friends is a victim of bullying.

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